

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is expected to give important background information for the discussion of related literatures. The researcher is going to give some description related to the variables of this study.

2.1 Reading comprehension

2.1.1 The nature of reading comprehension

Reading comprehension is the result of coordinating a series of complex process to construct the meaning. It is include of word reading, word and world knowledge, and fluency by interpreting the words, to understand the meaning and the relationships between ideas conveyed in a text. Meanwhile, reading comprehension instruction's procedure for the teacher includes three-step as follow those are mentioning, practicing, and assessing. That is, teacher will mention the skills that the students want to use, then they will give them opportunities to practice those skills through workbooks or work sheets, and finally assess whether or not they use the skill successfully (Klingner, 2007).

In addition, according to Alderson (2000), define reading is considered as profitable activity which the reader will get much pleasure by doing in group or individually whereas the reader will absorb any information of what are they interested about in it. Besides, the process of connecting the meaning of one word to another in order to find out the essential purpose and main idea in a text is defined as comprehension (Pang, 2003). Also he states that activate the use of background knowledge, vocabulary, grammatical knowledge, experience with a text and other strategies in reading are the ways which help the reader to understand written text easily.

In summary, reading comprehension is holistically process to understand the idea that the writer put in the text by employing students' basic ability as the reader for instance, students' prior knowledge, vocabulary mastery, and grammatical knowledge which supposed to be acquired in early age. Also, reader's ability to correlate the meaning from one sentence to other sequentially.

2.1.2 Principle of interactive reading

a) An interactive curriculum

By designing an instructional method which able to generate students' reading skill and provide adequate time to have extensive reading. Such as silent reading which gain students' reading fluency and it's also claimed that as excellent method for self-instruction on part of the learner.

b) Use technique that are intrinsically motivating

Encourage students' to have reading English goal and pick material which relevant to those goals is one of the ways to create students' motivation by involving them in learning experience where students create their own material for reading or else, students are given several choices in term of reading material to pick and offer opportunity to measure students' progress through periodic instructor-initiated and self-assessment.

c) Balance authenticity and readability in choosing text

Simplified text is an authentic text which is edited to keep language within the proficiency level of set students. But sometimes, simplified text is really simpler than the original by removing so much natural redundancy that become more difficult to be understood. Thus, Christine Nuttal (1996) offered three criteria for choosing suitable reading text for students those are suitability of content which include of students

interest, enjoyable and challenging in term of material, and appropriate for students' learning goal. Next, exploitability is a text which facilitates students toward certain language and content goal in form of instructional task which also Integratable with other skills. The last is, readability is a text which includes lexical and structural difficulty which will examine students' reading skill without overwhelming them.

d) Follow the "SQ3R" sequence.

1. Survey: skim the text for an overview of main ideas
2. Question: the reader asks question about what he or she wishes to get out of the text.
3. Read: read the text while looking for answer to the previously formulated questions.
4. Recite: reprocess the salient points of the text through oral or written language.
5. Review: assess the importance of what one has just read and incorporate in into long-term association.

e) Subdivide technique into pre-reading, during-reading and after-reading phases.

1. Pre-reading: introduce the topic, encourage skimming, scanning, predicting and activating schemata.
2. Whilst-reading: by giving students a sense of purpose in reading. Thus, students will take note of certain facts or theoretical devices into current main idea in the text.
3. After-reading: comprehension question is one of activities which appropriate for students after doing reading activity to reflect what they have got while reading. Also, vocabulary study, writer's purpose, grammatical structure and several lines to be discuss in term of reasoning.

f) Build an evaluative of technique

In order to comprehend the reading passage that have been done, it is important to infer comprehension from other behavior. Here some of the following overt responses which indicate comprehension.

1. Doing – the reader responds physically to a command
2. Choosing – the reader selects from alternatives posed orally or written.
3. Transferring – the reader summarizes orally what is read
4. Answering- the reader answer questions about the passage.
5. Considering – the reader outlines or takes note on a passage.
6. Extending – the reader provides an ending to a story
7. Duplicating – the reader translates the message in =to the native language or copies it.
8. Modeling- the reader puts together a toy, for example, after reading directions for assembly
9. Conversing – the reader engages in a conversation that indicates appropriate processing of information.

2.1.3 Teaching Reading Comprehension

In teaching reading comprehension, the teacher needs some strategies to make the students comprehend the reading texts. According Brown (2001), the following are ten strategies which can be applied in the teaching reading comprehension in the classroom:

- a) Identifying the purpose in reading

By knowing the purpose of what the reader reads, the reader can throw the unwanted distraction or information. By doing this, students will know what information they want to know in reading the texts. (Brown, 2001).

b) Using graphic rules and patterns to aid in bottom up decoding (especially for the beginning level learners)

At the beginning levels of learning English, one of the difficulties that students encounter in learning to read is making the correspondences between spoken and written English. Here teacher also need to teach how to read the sound words with sort vowel sound such as (bat, leg, wish, etc) and the sound words with final silent “e” such as (late, time, bite, etc). (Brown, 2001).

c) Using efficient silent reading techniques for relatively rapid comprehension (for Intermediate to advanced levels)

In advanced learner, teacher can apply reading fast to reduce time consuming in reading. Readers do not need to pronounce every word and do not need to know the meaning of every word but the comprehension of the text is more important. (Brown, 2001)

d) Skimming the text for the main ideas

Skimming is the one of the most valuable reading strategies for learners. Skimming consist of quickly running one’s eyes across a whole text (such as an essay, article, or chapter) to find out what the text tells about or to find out the main idea of the text. Skimming gives readers the advantages of being able to guess the purpose of the

passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2001)

e) Scanning the text for specific information

Scanning is quickly searching for some particular piece or pieces of information that the reader needs in reading a text. Scanning exercises may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details (Brown, 2001)

f) Using semantic mapping or clustering

Readers can resume the long string of ideas or events by grouping the important key of the word they get from the reading. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to remember the contents of the text. (Brown, 2001: 308).

g) Guessing when you are not certain

Brown (2001: 309) states that guess are an extremely broad category. Learners can use guessing to their advantages to:

- (1) guess the meaning of a word,
- (2) guess grammatical relationship (e.g., a pronoun reference)
- (3) guess a discourse relationship,
- (4) infer implied meaning (“between the lines”),
- (5) guess about a cultural reference, and
- (6) guess content messages,

h) Self-directed learning

Self-directed learning employs individual's effort of self-development to acquire ability, achievement and knowledge in various type of situation through several methods. In reading comprehension, SDL is utilized to develop students' awareness and motivation of knowledge discovery (Garrison, 1997 as cited in Morteza, 2012). By using SDL strategy, students will build their cognitive mental of learning how to learn, learn what to see and learn how to be. Thus, by teacher's assistance students acquire optimum background knowledge and many other skills as the grounded component in reading comprehension (Morteza et al, 2012).

Those micro skills can be used for the teacher as strategies to overcome the difficulties in the students' reading comprehension. Moreover, the students should encourage themselves to be strong readers by considering students are preferred different learning style one to another. Hence, by knowing each type of individual with or without teacher's help reading comprehension skills help the students in all the other subjects and in the personal and professional lives on their future.

2.2 Self-directed learning

2.2.1 The definition of Self-directed learning

Self-directed learning according to Knowles (1975) is that an initiative which is taken by individuals whether with or without help from other. The process itself are consist of set the goal, analyzing learning need, and determining learning strategy, learning source also evaluating the value of outcomes. Furthermore, self-directed learning is able to occur in wide variance of circumstance from a teacher-directed classroom to self-planned and self-conducted learning projects. Also self-directed learners are determined by personal characteristic of the learner itself that will take place in a given learning situation include attitude, belief, value and ability. The self-directed learner more often chooses or influences

the learning objectives, activities, resources, priorities and levels of energy outflow than does the other-directed learner (Guglielmino, 1977). Another definition comes from Gibbon (2002) described self-directed learning appear by any individual reason for instance, in any place, any time and any age which they pursue as an increasing of knowledge, skill even performance.

For these reason, many experts have been defined the term of SDL in which most of them lead to the similar definition about it. In order to reach a common definition of SDL, this study deals with the definition which is carried out by Knowles (1975). It can be concluded that the student takes more role in learning process from setting the learning goal until evaluating their own result.

2.2.2 Stage in self-directed learning

1. Students think independently

At this stage, teacher employs students to manage their own learning strategy while students usually are depend on teacher's instruction and learning activity which is given by teacher. The role of teacher is no longer as a center knowledge which should explain the material and give an instruction but, to create self-directedness in students, teacher should lead students to think independently to find out certain information. In this approach, the result of this program is questioned to be investigated and to be consideration.

2. Teach students self-management

To generate students' independence and self-management, teacher should also manage students' learning purpose, arrange schedule, and lead students' effort to learn some information. In this step, teacher must equip with assessment which is carried out by students or by teacher him or herself to monitor students' progress. By

changing teacher's learning design, students are able to work based on their own learning way is the essential thing which is upheld in this stage. Through variance of designs which is provided by teacher that aims to let students aware of what should they learn, how the way they should conduct learning process, and what students should prove when they have done one step and continue to the next step. Teacher also can use any media and treat students by particular instruction in order to create self-directed learning atmosphere.

3. Teach students self-planning

In this stage, students must decide how the way and strategy are used to achieve program output. For instance, students construct their own learning guide and accomplish it. Therefore, teacher's role here is introducing some learning styles and learning strategies and guide students to success students' learning step which they had constructed. In this stage also, teacher should lead students to find out what students' interest and students' strength, arrange learning plan for students, construct learning sources and encourage students' initiative are essential thing which should teacher emphasize. When students are well-planned, students involve themselves upon concrete experience to be investigated. And teacher directs students to solve it by the result of students' experience, learning process and action.

4. Self-directed learning

In self-directed learning, students prefer to learn by themselves include of what do they learn, and how do the way they learn. Furthermore, students design their own activity. Teacher makes plan design and procedure to support and lead students' progress. However, students need support, feedback and some advice to create self-directed learning whether from teacher or friends. Critical motivation in self-directed learning is necessary to have because, students should find out their own motivation

which might be different from one to other students in order to courage students' awareness and to be long-life learner.

2.2.3 Characteristic of SDL

Characteristic of self-directed learning is divided into three those are:

1. Low self-directed learning category

Guglielmino&Guglielmino (1991) stated that students who has low self-directedness are tend to prefer learn structurally and conventionally for instance, this type of student requires teacher's involvement to deliver and carry out learning activity.

2. Medium self-directed learning category

While, Medium self-directed learner is confirmed success in any independent situation, but unfortunately, this type of learner is not able to identify his or her leaning necessity, learning planning, and in implementing of learning planning thoroughly.

3. High self-directed learning category

Individual who has high score in self-directed learning dominantly has an ability to identify learner's learning need, able to create learning planning and able to conduct those learning plans.

2.4 Previous study

There are some researchers who have conducted the similar study about the effectiveness of self-directed learning strategy in reading comprehension. The researcher needs guideline in conducting this study that can help to get the better and more effective result of the study.

The first previous study was conducted by MortezaKhodabandehlou,

ShahrokhJahandar, GoharSeyedi, Reza MousaviDolatAbadi (2012). This study aims to investigate the impact of self-directed learning on learners' reading comprehension proficiency and the measurements that teachers can do to encourage self-direction among adult learners. The sample was taken from 92 out of 150 upper-intermediate and advanced EFL female high school students studying in *IELTS & TOEFL Center of Arian* in Gorgan, Iran selected randomly and divided into two groups: control and experimental. The control group trained in teacher-directed strategies and the experimental group trained and practiced SDL reading strategies in an 8-week course of English reading texts. Researcher was using impaired sample t-test and also independent sample t-test to analyze the data. The mean score for the TDL group and for the SDL group is about 14.68 and 17.95 respectively. Meanwhile, the Independent Samples T-Test reveals a statistically reliable difference between the mean score of TDL that has Mean=14.68, SD=1.33 and SDL has Mean=17.95, SD=1.38, $t(90)=11.53$, $P=0.00$, $\alpha=0.05$. Hence, the result there is a significant difference between the mean score of TDL and SDR, and after treatment students in experimental group performed better that proves superiority of SDL over TDL strategies.

Other study was conducted by Rosukhon Swatevacharkul (2011). This study attempts to investigate the effect of SDL on English reading comprehension. This study employs 33 MBA students of a private university in Bangkok, Thailand. This research project took the form of an embedded mixed methods design with a variant of the embedded experimental model. Quantitative data were collected by the reading part of TOEIC, and qualitative data by a Learning Summary and Evaluation Sheet, and by the teacher's reflections. The dependent samples t-test reveals that, on average, the English reading comprehension ability of the subject students before the SDL ($M = 12.30$, $SD = 2.76$), and that after the SDL project ($M = 13.33$, $SD = 3.30$) is significantly different ($p = 0.01$). This means that, on average, the English reading comprehension ability of the students in the post-test significantly increases

from the pre-test. The effect size is 0.34, which means that its magnitude is “medium”. The result that SDL improves reading ability in terms of “increasing awareness of reading strategy use” (51.52%), “developing learning responsibility and effort” (21.21%), “providing freedom to learn” (21.21%), and “building self-confidence to read” (6.06%).

In addition, the study which is conducted by SolmazZarei (2015) has aim to explore the effect of learners’ learning styles (i.e., learners’ visual and verbal styles) in multimedia-based reading comprehension. This study employs EFL learners from three language institutes in Bushehr. Before administering a reading comprehension test, they were randomly divided into 4 groups, all read texts with visuals. Descriptive statistics showed that the participants varied in their preference for particular learning styles with a large number of the participants having balanced preference for visual and verbal learning styles. The instrument was using one-way ANOVA which is revealed a significant difference between three preferences of visual-verbal styles (moderate, strong and balanced) in terms of their reading comprehension scores. The results showed that there is a significant difference between three groups of learners’ preferences in visual/verbal learning style and their reading comprehension ($F = 21.13, p < .05$). The results imply that it is vital for EFL teachers be aware of diverse needs of EFL learners and respond flexibly by employing a broad range of teaching techniques to better reach the EFL students with different learning preferences. Furthermore, this study, compared to student with a more dominant visual learning style, students with a balanced visual-verbal learning style indicated better performance in the reading comprehension test.

Those studies showed that self-directed learning strategy mostly can improve students’ ability in reading comprehension. The different between studies which had been conducted related to self-directed learning strategy in reading comprehension is dominantly research involved students of university which it has different the way of thinking when

compared with students of senior high school regarding mind's complexity and learning experience. Regarding the importance of individual skill and knowledge and also formal school is the important key to develop students' initiative skill. It is necessary to create students' self-directed learning readiness in earlier stage of academic level. Related to the level of subject in this study that is eleventh grade of senior high school which needs to be instructed by the teacher and considering the level of students' self-directedness is in low category which still can elaborate students' critical thinking in term of independent learning. Thus, the researcher as the teacher gives students some instruction and leads students to be self-directed learner through chosen material which include in school's syllabus that is narrative and recount text. Hence, semi self-directed learning strategy is applied to enhance students' learning independence in reading comprehension and match toward students' level background in learning experience.